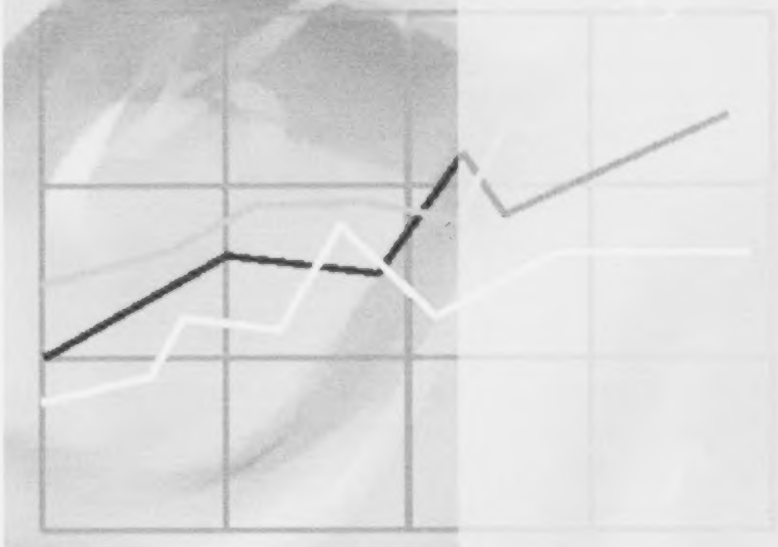
Government of Alberta

Education

2011

Satisfaction with Education in Alberta Survey

Summary Report



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Executive Summary

Alberta Education conducts a set of annual telephone surveys to obtain feedback from education system stakeholders regarding their perceptions of Alberta's education system. Respondents for the survey include senior high school students, parents of students in the K–12 education system, parents of students with severe special needs, teachers in the K–12 system, school board trustees, superintendents, principals, self-identified Aboriginal high school students, parents of self-identified Aboriginal students, and the general public. Administration of the superintendent survey and principal survey is done in alternate years with the principal survey being administered in 2011. The surveys were conducted by CCI Research Inc. from mid January to early March 2011.

The main objectives of this study were to determine stakeholders' satisfaction with:

- The overall quality of Alberta's education system
- Alberta's education system meeting the needs of students, society, and the economy
- The preparation of students for lifelong learning, employment and citizenship
- Communication and stakeholder involvement in Alberta's education system
- Leadership and continuous improvement of Alberta's education system.

This report is primarily based on item level results related to business plan measures.

Key Findings

- A high proportion of students (99%), principals (99%), school board trustees (98%), teachers (96%), parents (K–12: 90%, severe special needs: 83%), and the public (74%) were satisfied with the quality of education.
- A high proportion of principals (99%), students (98%), teachers (97%), school board trustees (97%) and parents (K–12: 86%, severe special needs: 88%) expressed satisfaction with the quality of teaching.
- A high proportion of students, parents (K–12), teachers, school board trustees, and principals indicated that they are satisfied with the variety of courses available to students (85% to 95%) and opportunities to learn about specific topics such as music, art, computers, health, and physical education (71% to 98%). However, satisfaction with opportunities to learn about drama was low among teachers (64%) compared to other respondent groups (70% to 80%). Satisfaction with opportunities to learn another language was low among parents (Grade 7-12: 69%) and school board trustees (71%) compared to other respondent groups (78% to 82%). Similarly, satisfaction with opportunities to learn about career education was low among Parents (Grade 7–12: 62%) and teachers (57%) compared to other respondent groups (69% to 87%).
- In general, students, parents, teachers, school board trustees, and principals held positive perceptions (a range of 65% to 100%) about various aspects of the social

and learning environments at schools related to characteristics of active citizenship.

- A high proportion of teachers (89%) and parents (Grade 7–12: 75%) were satisfied that high school students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. However, a relatively lower proportion of these respondent groups (parents: 59%, teachers: 65%) and the public (55%) were satisfied that high school students demonstrate these skills. A high proportion of students (97%) were also satisfied that they have these skills.
- A high proportion of principals (97%), school board trustees (85%), teachers (84%) and parents (Grade 7–12: 72%) and a lower proportion of the public (49%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. Public (47%) and parent (Grade 7–12: 54%) satisfaction regarding whether students demonstrate attitudes and behaviours to be successful at work when they leave school was low compared to other respondents groups (76% to 97%).
- A high proportion of principals (99%), teachers (92%), school board trustees (88%) and parents (K–12: 75%, severe special needs: 81%) were satisfied with the opportunity for parental involvement in decisions at school.
- A low proportion of principals (61%), school board trustees (50%), parents (K–12: 43%, severe special needs: 55%), the public (40%) and teachers (38%), were satisfied that their input into the education of students is considered by Alberta Education.
- In general, a low proportion of the public (46%), school board trustees (50%), parents (K–12: 48%, severe special needs: 55%), teachers (56%), and about two-thirds of principals (67%) agreed that Alberta's education system communicates effectively with the public.
- A high proportion of school board trustees (94%), principals (90%), and a relatively lower proportion of teachers (77%) and parents (Grade 3–12: 73%, severe special needs: 65%) indicated that the quality of education at schools has improved or stayed same in the past three years. Similarly, a high proportion of principals (85%) and school board trustees (79%) and a relatively lower proportion of parents (Grade 3–12: 65%) and teachers (64%) indicated that the quality of the Alberta K–12 system in general has improved or stayed same in the past three years.
- A high proportion of parents and teachers agreed that leadership at the school (K–12 parents: 87%, severe special needs parents: 86%, teachers: 85%) and at the jurisdiction (K–12 parents: 77%, teachers: 79%) effectively supports and facilitates teaching and learning. A low proportion of principals (61%), school board trustees (59%), parents (K–12: 53%), teachers (51%), and the public (46%) agreed that the leadership at the provincial level effectively supports and facilitates teaching and learning.
- About eight in ten parents (K–12: 78%,

severe special needs: 79%) and about six in ten members of the public (56%) were satisfied that they are receiving value for money spent in schools.

- A high proportion of self-identified Aboriginal students (97%) and parents of self-identified Aboriginal students (88%) were satisfied with the quality of education. Similarly, a high proportion of these respondent groups (students: 95%, parents: 85%) were satisfied with the quality of teaching at school.
- In general, self-identified Aboriginal students and parents of self-identified Aboriginal students had widely varying perceptions (a range of 67% to 96%) about various aspects of the social and learning environments at schools related to characteristics of active citizenship.
- About seven in ten parents of self-identified Aboriginal students (Grade 7-12: 71%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was lower (55%).
- Eight in ten parents of self-identified Aboriginal students (80%) were satisfied with the opportunity for parental involvement in decisions at school.
- About six in ten parents of self-identified Aboriginal students (58%) were satisfied that their input into the education of students is considered by Alberta Education.

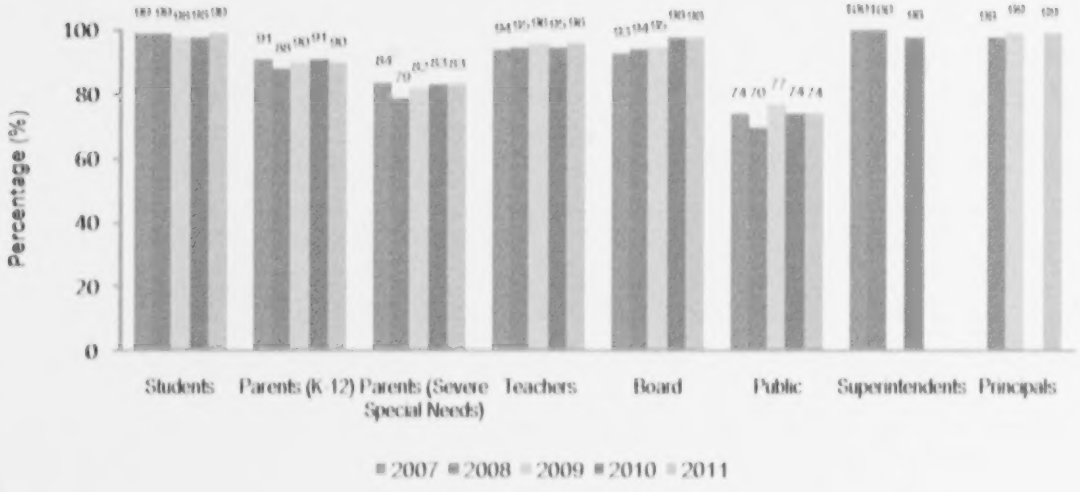
Quality of Education

Quality of Education

A high proportion of students, parents, teachers, school board trustees, and principals were satisfied with the quality of education.

A high proportion of students (99%), principals (99%), school board trustees (98%), teachers (96%), and parents (K–12: 90%, severe special needs: 83%) surveyed were satisfied with the quality of basic education. About three-quarters of the public (74%) were also satisfied with the quality of basic education. Public satisfaction although relatively low is similar to previous results.

Chart 1: Satisfaction with Quality of Education



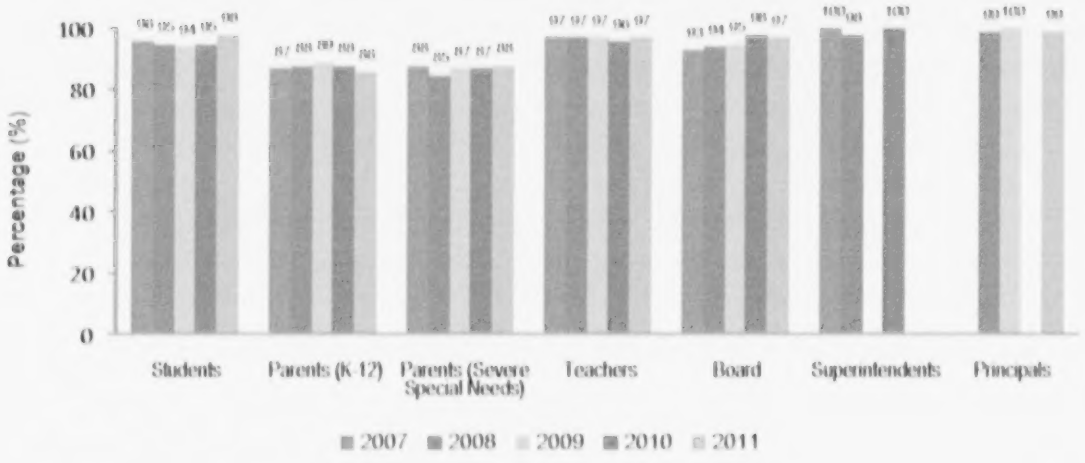
Throughout the survey each respondent group was asked questions from its perspective. For example, in this question, students were asked to rate the quality of education they are receiving; parents were asked how satisfied they were with the quality of education their child is receiving at school; teachers and principals were asked how satisfied they were with the quality of education students are receiving at their school; school board trustees were asked how satisfied they were with the quality of education students are receiving in their jurisdiction; and the public were asked how satisfied they were with the quality of education that students are receiving in elementary, junior and senior high schools in their community.

Quality of Teaching

Students, parents, teachers, school board trustees, and principals expressed a high degree of satisfaction with the quality of teaching.

A high proportion of principals (99%), students (98%), teachers (97%), school board trustees (97%), and parents (severe special needs: 88%, K–12: 86%) were satisfied with the quality of teaching.

Chart 2: Satisfaction with Quality of Teaching



Meeting the Needs of Students

Overall Student Learning

A high proportion of parents of K–12 students, teachers, school board trustees, and principals agreed that the curriculum focuses on what students need to learn in core subject areas, and a high proportion of students also agreed that they are improving in these core subject areas.

Parents, teachers, school board trustees, principals, and the public were asked to rate their level of agreement that the curriculum/program focuses on what students need to learn in a number of core subject areas (reading, writing, mathematics, science, and social studies). A high proportion of principals (88% to 95%), school board trustees (82% to 91%), parents of K–12 students (81% to 89%), and teachers (79% to 89%) agreed that curriculum focuses on what students need to learn in a number of core subject areas. Public (70% to 81%) agreement on these core subject areas was relatively lower compared to other respondent groups. Parents of students with severe special needs' level of agreement was relatively lower than other respondent groups regarding whether the curriculum focuses on what students need to learn in mathematics (67%), writing (68%), and reading (74%). Note that parents of students with severe special needs were asked only to rate their agreement about reading, writing, and mathematics as core subject areas.

Students were asked to rate their agreement that they were getting better in these core subject areas. The majority (89% to 94%) of students agreed that they were improving in these core subject areas.

The level of agreement on core subject areas has remained relatively stable over time for all respondent groups except for the public. Public agreement about the curriculum focusing on what students need to learn in reading (79%), social studies (74%), and writing (70%) has increased compared to 2008 results.

Table 1: Curriculum Focuses on What Students Need to Learn in Core Subject Areas

Core Subject Areas	Year	Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Reading	2007	92%	89%	80%	90%	90%	80%	95%	—
	2008	91%	83%	71%	88%	87%	72%	93%	95%
	2009	92%	88%	77%	90%	92%	82%	—	96%
	2010	93%	90%	75%	92%	93%	77%	98%	—
	2011	**94%**	**88%**	**74%**	**89%**	**91%**	**79%**	—	**95%**
Writing	2007	93%	83%	75%	87%	82%	69%	95%	—
	2008	92%	78%	67%	85%	77%	63%	93%	93%
	2009	94%	83%	70%	89%	85%	73%	—	96%
	2010	95%	83%	71%	90%	83%	70%	98%	—
	2011	**94%**	**81%**	**68%**	**87%**	**84%**	**70%**	—	**95%**
Mathematics	2007	89%	84%	71%	83%	76%	76%	86%	—
	2008	87%	86%	63%	80%	79%	74%	83%	88%
	2009	91%	85%	66%	85%	80%	77%	—	89%
	2010	92%	83%	69%	86%	86%	74%	85%	—
	2011	**90%**	**82%**	**67%**	**85%**	**82%**	**78%**	—	**93%**
Science	2007	92%	85%	—	88%	89%	81%	92%	—
	2008	90%	87%	—	86%	91%	79%	93%	94%
	2009	93%	89%	—	89%	91%	82%	—	94%
	2010	92%	88%	—	87%	91%	81%	92%	—
	2011	**92%**	**89%**	—	**88%**	**90%**	**81%**	—	**93%**
Social Studies	2007	91%	80%	—	78%	83%	71%	92%	—
	2008	86%	79%	—	75%	83%	68%	97%	84%
	2009	89%	82%	—	83%	86%	75%	—	89%
	2010	91%	82%	—	78%	84%	73%	91%	—
	2011	**89%**	**82%**	—	**79%**	**82%**	**74%**	—	**88%**

Learning Opportunities at School

A high proportion of students, parents, teachers, school board trustees, and principals were satisfied with the learning opportunities available at their school.

Students, parents (K–12), teachers, school board trustees, and principals were asked to rate their satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics (music, drama, art, computers, health, another language, career education, and physical education). Although the level of satisfaction varied across respondent groups, the majority of respondent groups were satisfied with the variety of courses available (85% to 95%), opportunities to learn about music (71% to 85%), opportunities to learn about art (77% to 91%), opportunities to learn about computers (85% to 96%), opportunities to learn about health (76% to 97%), opportunities to learn about another language (69% to 82%), and the opportunity to participate in physical education (89% to 98%). Satisfaction with the opportunity to learn about drama was low among teachers (64%) compared to students (80%), parents (72%), principals (71%), and school board trustees (70%). Similarly, satisfaction with the opportunity to learn about career education was low among teachers (57%) and parents (Grade 7–12: 62%) compared to students (87%), school board trustees (74%) and principals (69%).

The level of satisfaction with the variety of courses available to students and the opportunities students have to learn about specific topics has remained relatively stable over time for students. Parents' satisfaction with opportunities to learn about drama (72%) has increased compared to the previous results of 2007, 2008 and 2009. Parents' satisfaction with opportunity to learn about career education (62%) has increased compared to the previous results of 2008 and 2009. Similarly, parents' satisfaction with opportunities to learn another language (69%) has increased compared to 2007 results. Note that in 2010 and 2011 parent survey, these three questions were asked only to parents of students in grades 7–12 whereas in previous years these were asked to all parents (K–12). Caution is required in comparing results across years. Teachers' satisfaction with opportunities to learn about music (85%) and art (87%) has increased compared to the 2007 results. School board trustees' satisfaction with the variety of subjects available (85%) has increased compared to 2007 and 2008 results. Similarly, school board trustees' satisfaction with students opportunities to learn about drama (70%) and art (77%) has increased compared to the 2007 results. Principal's satisfaction regarding drama (71%) has increased compared to the 2008 result.

Table 2: Satisfaction with Learning Opportunities at School (continued on next page)

Questions	Year	Students	Parents (K–12)	Teachers	Board	Superintendents	Principals
Variety of subjects available	2007	87%	83%	83%	71%	78%	—
	2008	88%	82%	87%	73%	72%	90%
	2009	91%	86%	90%	80%	—	91%
	2010	91%	85%	89%	84%	94%	—
	2011	90%	85%	90%	85%		95%
Opportunities to learn about music	2007	81%	79%	77%	65%	76%	—
	2008	80%	79%	81%	69%	60%	80%
	2009	81%	80%	82%	69%	—	83%
	2010	79%	80%	84%	74%	80%	—
	2011	77%	82%	85%	71%		85%
Opportunities to learn about drama	2007	81%	58%	59%	62%	70%	—
	2008	79%	59%	63%	63%	60%	63%
	2009	84%	59%	63%	67%	—	70%
	2010	81%	75%	66%	71%	77%	—
	2011	80%	72%	64%	70%		71%
Opportunities to learn about art	2007	85%	79%	76%	65%	71%	—
	2008	84%	84%	86%	68%	78%	88%
	2009	88%	84%	86%	77%	—	91%
	2010	85%	83%	87%	79%	88%	—
	2011	86%	84%	87%	77%	—	91%
Opportunities to learn about computers	2007	86%	81%	83%	91%	95%	—
	2008	85%	83%	82%	93%	97%	87%
	2009	88%	85%	85%	94%	—	90%
	2010	85%	85%	86%	97%	97%	—
	2011	85%	85%	86%	96%	—	91%
Opportunities to learn about health	2007	70%	87%	83%	87%	94%	—
	2008	70%	86%	84%	85%	91%	94%
	2009	74%	88%	84%	91%	—	97%
	2010	73%	87%	88%	90%	97%	—
	2011	76%	86%	85%	92%	—	97%
Opportunities to learn another language	2007	79%	61%	75%	67%	71%	—
	2008	78%	63%	78%	65%	69%	79%
	2009	84%	67%	78%	68%	—	78%
	2010	83%	71%	78%	69%	72%	—
	2011	81%	69%	78%	71%	—	82%

Questions	Year	Students	Parents (K–12)	Teachers	Board	Superintendents	Principals
Opportunities to learn about career education	2007	—	—	—	—	—	—
	2008	87%	40%	57%	67%	76%	62%
	2009	88%	45%	57%	71%	—	63%
	2010	89%	59%	58%	74%	83%	—
	2011	87%	62%	57%	74%	—	69%
Opportunities to participate in physical education	2007	96%	84%	89%	88%	87%	—
	2008	95%	82%	90%	83%	95%	94%
	2009	97%	87%	93%	90%	—	97%
	2010	98%	88%	93%	88%	94%	—
	2011	97%	89%	92%	93%	—	98%

Social and Learning Environments at Schools

In general, students, parents, teachers, school board trustees, and principals held positive perceptions about various aspects of the social and learning environments at schools related to characteristics of active citizenship.

Students, parents, teachers, school board trustees, and principals were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2011, the majority of respondents across groups agreed that:

- Students find school work interesting (75% to 96%),
- Students find school work challenging (72% to 97%),
- Students clearly understand what they are expected to learn at school (65% to 95%),
- Students feel safe at school (92% to 99%),
- Students feel safe on the way to and from school (80% to 96%),
- Teachers care about students (90% to 100%),
- At school students treat each other well (80% to 97%),
- Students are treated fairly by adults at school (89% to 100%),
- At school students are encouraged to get involved in activities that help people in the community (75% to 94%),
- At school students are encouraged to try their best (91% to 100%),
- At school students follow the rules (69% to 98%),
- At school students help each other (80% to 99%),
- At school students respect each other (76% to 97%),
- It is easy to get help with school work at school if needed (70% to 92%),
- Students can get help at school with problems that are not related to school work (70% to 90%),
- When needed teachers at school are available to help students (86% to 100%).

The level of agreement on most of the statements related to social and learning environments at schools has remained relatively stable over time for most of the respondent groups with some exceptions. Teachers' agreement that students can easily get help with school work if needed has increased compared to the 2007 result. School board trustees' agreement that school work is interesting has increased compared to the 2007 result.

Table 3: Social and Learning Environment at Schools (continued on next page)

Questions	Year	Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
School work is interesting	2007	79%	81%	76%	89%	82%	95%	—
	2008	78%	75%	72%	90%	84%	93%	94%
	2009	82%	80%	75%	92%	89%	—	98%
	2010	81%	77%	70%	92%	90%	95%	—
	2011	**81%**	**77%**	**75%**	**92%**	**90%**	—	**96%**
School work is challenging	2007	86%	80%	83%	95%	91%	100%	—
	2008	85%	70%	80%	96%	92%	97%	97%
	2009	85%	74%	80%	96%	92%	—	98%
	2010	86%	75%	82%	95%	94%	98%	—
	2011	**87%**	**72%**	**81%**	**96%**	**92%**	—	**97%**
Students clearly understand what they are expected to learn at school	2007	91%	82%	63%	90%	81%	90%	—
	2008	92%	86%	63%	90%	83%	90%	95%
	2009	92%	83%	65%	92%	86%	—	96%
	2010	89%	80%	59%	94%	87%	98%	—
	2011	**92%**	**80%**	**65%**	**91%**	**88%**	—	**95%**
Students feel safe at school	2007	94%	88%	91%	97%	96%	100%	—
	2008	94%	88%	88%	96%	96%	100%	99%
	2009	95%	91%	89%	98%	96%	—	99%
	2010	97%	93%	89%	98%	99%	100%	—
	2011	**96%**	**93%**	**92%**	**98%**	**99%**	—	**99%**
Students feel safe on the way to and from school	2007	95%	88%	90%	83%	93%	95%	—
	2008	93%	86%	90%	81%	90%	95%	93%
	2009	96%	89%	93%	82%	95%	—	92%
	2010	97%	89%	92%	84%	96%	97%	—
	2011	**96%**	**89%**	**91%**	**80%**	**95%**	—	**93%**
Teachers care about students	2007	92%	91%	95%	99%	99%	100%	—
	2008	91%	92%	92%	99%	97%	100%	100%
	2009	94%	91%	94%	100%	96%	—	100%
	2010	93%	92%	92%	99%	99%	100%	—
	2011	**94%**	**90%**	**95%**	**100%**	**98%**	—	**100%**
At school students treat each other well	2007	95%	80%	—	89%	89%	98%	—
	2008	94%	80%	—	89%	86%	97%	96%
	2009	96%	79%	—	93%	91%	—	99%
	2010	96%	79%	—	94%	93%	100%	—
	2011	**94%**	**80%**	—	**93%**	**94%**	—	**97%**
Students are treated fairly by adults at school	2007	91%	90%	89%	98%	95%	100%	—
	2008	90%	89%	87%	98%	94%	98%	99%
	2009	91%	90%	89%	99%	97%	—	100%
	2010	91%	90%	88%	98%	96%	100%	—
	2011	**92%**	**89%**	**90%**	**99%**	**97%**	—	**100%**

Questions	Year	Students	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
At school students are encouraged to get involved in activities ... in the community	2007	69%	74%	—	83%	83%	92%	—
	2008	72%	74%	—	85%	83%	84%	95%
	2009	74%	75%	—	88%	90%	—	95%
	2010	77%	78%	—	88%	93%	97%	—
	2011	76%	75%	—	86%	92%	—	94%
At school students are encouraged to try their best	2007	96%	91%	94%	99%	97%	100%	—
	2008	96%	92%	91%	99%	95%	100%	99%
	2009	96%	91%	95%	98%	100%	—	100%
	2010	96%	91%	93%	99%	99%	100%	—
	2011	97%	91%	95%	99%	98%	—	100%
At school students follow the rules	2007	64%	78%	79%	89%	93%	100%	—
	2008	65%	78%	77%	88%	94%	98%	97%
	2009	66%	80%	81%	92%	95%	—	99%
	2010	70%	80%	77%	91%	96%	100%	—
	2011	69%	81%	77%	91%	98%	—	98%
At school students help each other	2007	88%	86%	82%	97%	94%	95%	—
	2008	88%	87%	78%	95%	93%	100%	99%
	2009	82%	84%	81%	96%	95%	—	99%
	2010	84%	82%	79%	97%	95%	100%	—
	2011	83%	85%	80%	97%	97%	—	99%
At school students respect each other	2007	75%	79%	79%	88%	90%	97%	—
	2008	82%	80%	76%	90%	88%	95%	96%
	2009	79%	79%	80%	91%	94%	—	98%
	2010	80%	78%	78%	92%	94%	100%	—
	2011	76%	80%	78%	92%	95%	—	97%
It is easy to get help with school work at school if needed	2007	91%	67%	—	75%	77%	90%	—
	2008	93%	66%	—	79%	76%	84%	90%
	2009	92%	73%	—	82%	86%	—	90%
	2010	93%	73%	—	85%	87%	94%	—
	2011	92%	70%	—	86%	83%	—	92%
Students can get help at school with problems that are not related to school work	2007	85%	66%	—	83%	72%	79%	—
	2008	84%	66%	—	83%	73%	86%	88%
	2009	85%	71%	—	91%	78%	—	91%
	2010	84%	70%	—	87%	80%	91%	—
	2011	83%	70%	—	90%	76%	—	90%
When needed, teachers at school are available to help students	2007	94%	85%	—	97%	91%	98%	—
	2008	94%	84%	—	98%	89%	98%	98%
	2009	93%	87%	—	98%	92%	—	100%
	2010	94%	84%	—	98%	99%	98%	—
	2011	94%	86%	—	98%	92%	—	100%

Preparation of Students

Preparation for Lifelong Learning

A high proportion of parents and teachers were satisfied that high school students are taught knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (Grade 7–12) and teachers were asked to rate their satisfaction that students are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime. A high proportion of teachers (89%) and parents (Grade 7–12: 75%) were satisfied that students are taught the knowledge, skills and attitudes necessary for lifelong learning. Note that in the 2010 and 2011 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12). Also, the sample size for this question was reduced from 800 to 400 in 2009 and 2010.

Table 4: Satisfaction that Students are Taught Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Parents	Teachers
Students are taught the knowledge, skills and attitudes for lifelong learning	2007	83%	91%
	2008	79%	92%
	2009	82%	90%
	2010	74%	93%
	2011	75%	89%

A low proportion of parents, teachers and the public were satisfied that high school students/graduates demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Parents (Grade 7–12), teachers and the public were asked to rate their satisfaction that high school students/graduates demonstrate knowledge, skills and attitudes necessary for learning throughout their lifetime. About half of the public (55%), six in ten (59%) parents (Grade 7–12) and two-thirds of teachers (65%) indicated that they are satisfied. Nearly all (97%) students were satisfied that they had the knowledge, skills and attitudes necessary for learning throughout their lifetime. This question was asked to students starting in 2008. Note that in 2010 and 2011 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12). Also, the sample size for this question was reduced from 800 to 400 in 2009 and 2010.

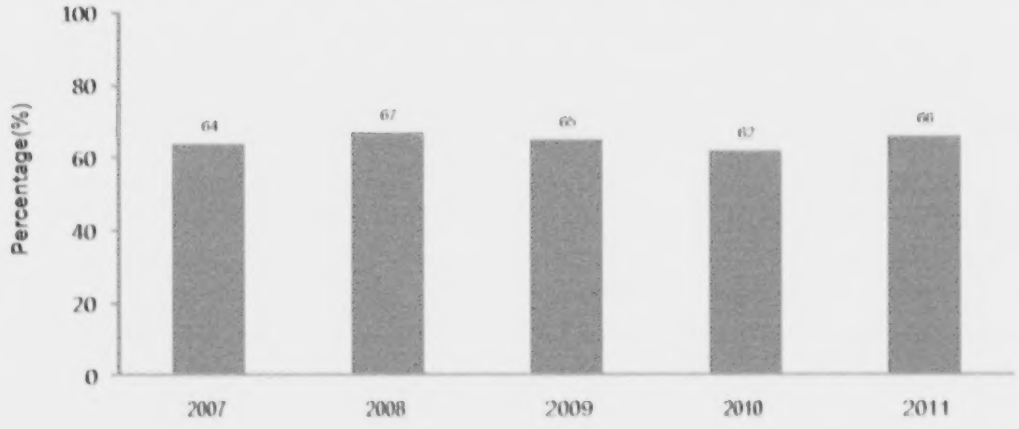
Table 5: Satisfaction that High School Students Demonstrate Knowledge, Skills and Attitudes Necessary for Lifelong Learning

Question	Year	Students	Parents	Teachers	Public
High school students/graduates demonstrate knowledge, skills and attitudes necessary for lifelong learning	2007	—	52%	69%	58%
	2008	97%	47%	62%	58%
	2009	97%	50%	65%	61%
	2010	94%	56%	70%	61%
	2011	97%	59%	65%	55%

Most of the public agreed that high school students are prepared to enter post-secondary education and training.

When asked to rate their agreement regarding high school graduates' preparedness to enter post-secondary education and training, two-thirds (66%) of the public agreed that high school graduates in Alberta are prepared to enter post-secondary education and training.

Chart 3: Public Agreement that High School Graduates are Prepared to Enter Post - Secondary Education and Training

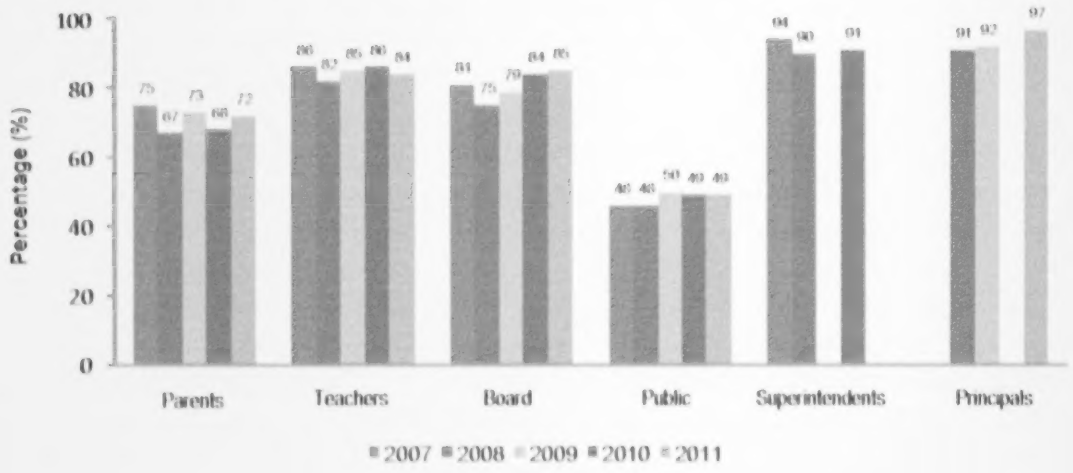


Preparation for the Workforce

A high proportion of teachers, school board trustees, and principals were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school compared to parents and the public.

Parents (Grade 7–12), teachers, school board trustees, public, and principals were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. A high proportion of principals (97%), school board trustees (85%), and teachers (84%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten (72%) of parents and about half of the public (49%) also indicated their satisfaction. Note that in the 2010 and 2011 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12).

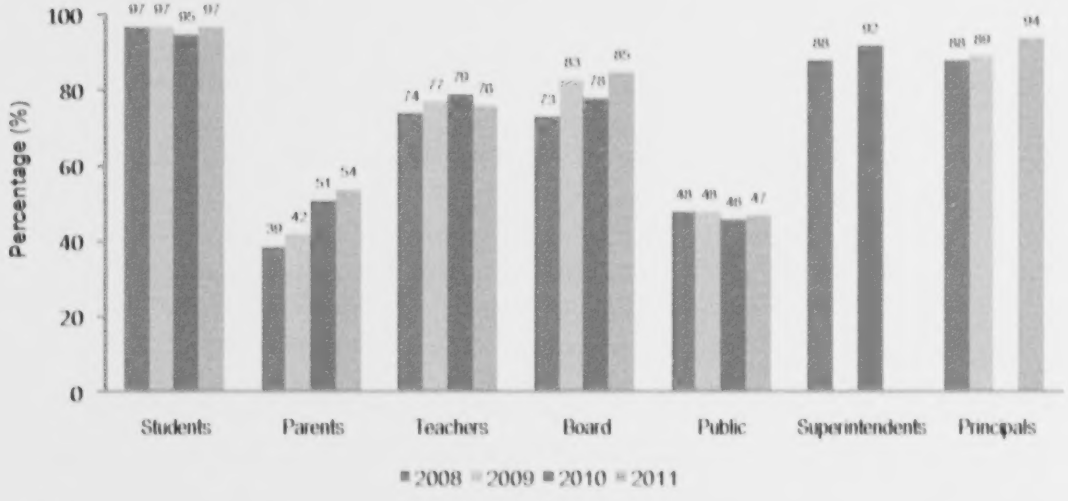
Chart 4: Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work



Satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was also high among students, teachers, school board trustees, and principals compared to the public and parent respondent groups.

A high proportion of students (97%), principals (94%), school board trustees (85%, an increase from 73% in 2008) and teachers (76%) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, about half of parents (Grade 7–12: 54%, an increase from 39% in 2008) and the public (47%) indicated that they were satisfied. This question was asked starting in 2008. Note that in the 2010 and 2011 parent survey, this question was asked only to parents of students in grades 7–12, whereas in previous years it was asked to all parents (K–12). Caution is required in comparing results across years.

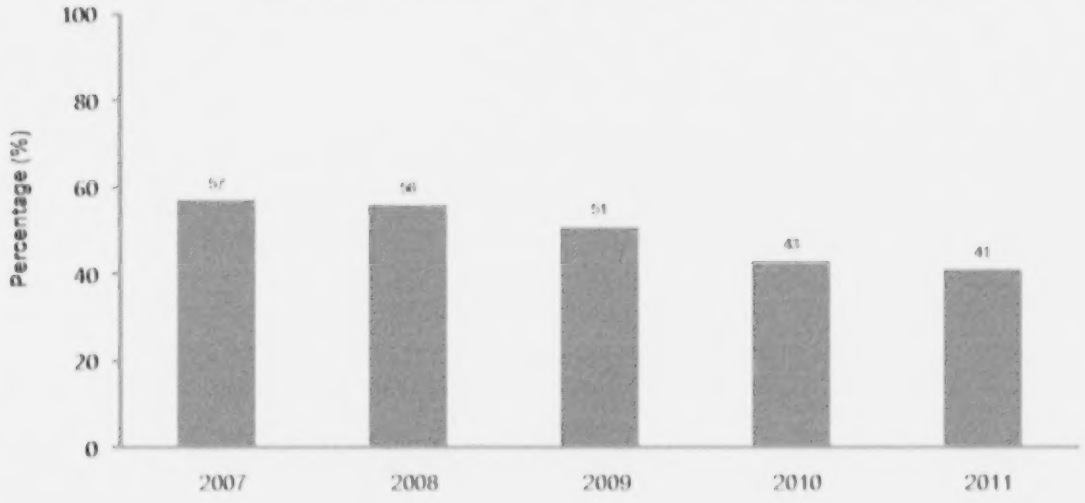
Chart 5: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work



About four in ten high school students reported that they hold a part time or full time paying job.

High school students were asked to indicate their employment status in the survey. About four in ten (41%) high school students reported that they held a part time or full time paying job in 2011. This proportion is 16% lower than that reported in 2007 (57%).

Chart 6: High School Students Holding a Part Time or Full Time Job



The proportion of high school students who reported that they worked 11 to 20 hours a week decreased from 57% in 2007 to 39% in 2011. In contrast, the proportion of high school students who reported that they worked 10 hours or less increased from 27% in 2007 to 45% in 2011.

Table 6: Breakdown of Hours Worked, Reported by High School Students

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2007	27%	57%	16%	1%
2008	31%	48%	20%	1%
2009	37%	47%	15%	0%
2010	44%	43%	12%	1%
2011	45%	39%	16%	1%

Communication and Involvement

Involvement in Decision Making

Most parents, teachers, school board trustees, and principals were satisfied with parental involvement in children's education and in decisions at school.

A high proportion of parents (K–12), teachers, school board trustees, and principals indicated that parents are involved a lot or to some extent in the decisions about their children's education (81% to 90%), and that they are satisfied with the opportunity for parental involvement in their children's education (78% to 98%). A high proportion (81%) of students also indicated that their parents are involved a lot or to some extent in decisions about their education. Note that this question was asked to students starting in 2008.

A high proportion of teachers, school board trustees, and principals (79% to 88%), and a somewhat lower proportion of parents (K–12: 62%, severe special needs: 66%) indicated that parents are involved a lot or to some extent in decisions at school and that they are satisfied with the opportunity for parental involvement in decisions at school (75% to 99%). About half of students (47%) indicated that their parents are involved a lot or to some extent in decisions at school. Note that this question was asked to students starting in 2008.

A high proportion (88% to 100%) of teachers, school board trustees, and principals were satisfied with parental input into decisions at school being considered.

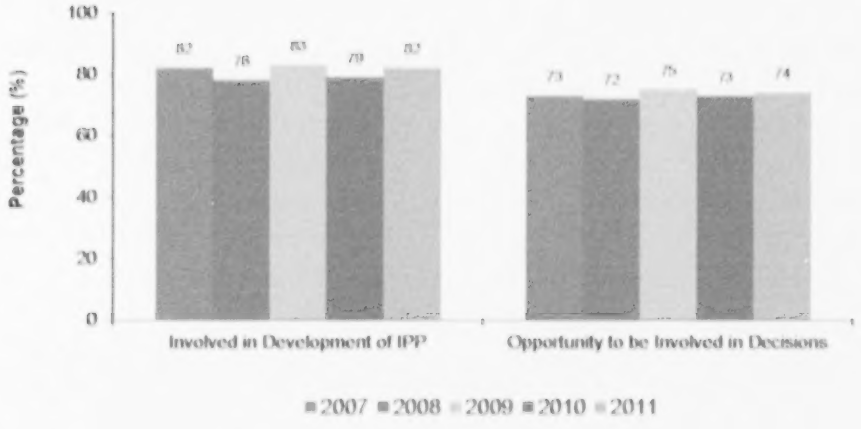
Table 7: Parental Involvement in Decision Making

Questions	Year	Students	Parents (K—12)	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Extent of parental involvement in decisions about child's education	2007	—	87%	—	82%	85%	95%	—
	2008	83%	87%	—	82%	82%	97%	88%
	2009	81%	86%	—	79%	84%	—	87%
	2010	85%	84%	—	87%	88%	94%	—
	2011	81%	82%	—	81%	85%	—	90%
Satisfaction with opportunity for parental involvement in decisions about child's education	2007	—	83%	—	92%	91%	95%	—
	2008	—	83%	—	92%	89%	95%	96%
	2009	—	82%	—	92%	91%	—	97%
	2010	—	81%	—	94%	93%	95%	—
	2011	—	78%	—	93%	90%	—	98%
Extent of parental involvement in decisions at school	2007	—	62%	75%	80%	84%	87%	—
	2008	51%	63%	73%	80%	83%	86%	87%
	2009	50%	66%	72%	77%	77%	—	84%
	2010	48%	67%	70%	85%	88%	86%	—
	2011	47%	62%	66%	79%	79%	—	88%
Satisfaction with opportunity for parental involvement in decisions at school	2007	—	78%	81%	93%	91%	90%	—
	2008	—	82%	79%	91%	92%	97%	97%
	2009	—	81%	81%	93%	91%	—	95%
	2010	—	78%	81%	94%	94%	94%	—
	2011	—	75%	81%	92%	88%	—	99%
Satisfaction with parental input into decisions at school being considered	2007	—	—	—	90%	87%	97%	—
	2008	—	—	—	89%	89%	97%	98%
	2009	—	—	—	92%	91%	—	97%
	2010	—	—	—	92%	91%	95%	—
	2011	—	—	—	89%	88%	—	100%

A high proportion of parents of students with severe special needs agreed that they were involved in the development of their child's Individualized Program Plan (IPP), and that they had opportunity for involvement in decisions regarding the support services implemented for their child.

With respect to their child's Individualized Program Plan (IPP), about eight in ten (82%) parents of students with severe special needs agreed that they had been meaningfully involved in the development of the IPP plan. Similarly, about three-quarters of these parents (74%) agreed that they had an opportunity to be involved in decisions regarding the support services implemented for their child.

Chart 7: Parents (Severe Special Needs) Involvement in the Development of IPP and Opportunity for Involvement in Decisions Regarding Support Services



In general, parents, teachers, school board trustees, and the public were less satisfied that their input is considered by Alberta Education than their input is considered by school boards or schools.

About six in ten (61%) principals were satisfied that their input into the education of students is considered by Alberta Education. However, a lower proportion of teachers (38%), public (40%), parents (K–12: 43%, severe special needs: 55%), and school board trustees (50%) were satisfied that their input into the education of students is considered by Alberta Education.

A high proportion of principals (90%) were satisfied that their input into the education of students is considered by their school boards. However, a lower proportion of teachers (60%), parents (K–12: 53%, severe special needs: 58%), and the public (47%) were satisfied that their input into the education of students is considered by their school boards.

About eight in ten (83%) teachers were satisfied that their input into the education of students is considered by their school. About three-quarters of parents (K-12: 73%, severe special needs: 78%) were satisfied that their input into decision at their child's school is considered. About half (54%) of the public were satisfied that their input into the education of students is considered by schools in their communities.

Table 8: Satisfaction that Input Into the Education of Students is Considered

Questions	Year	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Satisfaction that their input into the education of students is considered by Alberta Education	2007	48%	52%	37%	62%	38%	70%	—
	2008	53%	52%	43%	56%	41%	79%	60%
	2009	48%	60%	44%	56%	47%	—	68%
	2010	46%	53%	38%	58%	40%	75%	—
	2011	**43%**	**55%**	**38%**	**50%**	**40%**	—	**61%**
Satisfaction that their input into education of students is considered by school board	2007	47%	52%	56%	—	46%	—	—
	2008	52%	56%	60%	—	43%	—	89%
	2009	58%	58%	65%	—	51%	—	92%
	2010	55%	56%	64%	—	47%	—	—
	2011	**53%**	**58%**	**60%**	—	**47%**	—	**90%**
Satisfaction that their input into decisions/ education of students is considered by the school	2007	71%	76%	85%	—	52%	—	—
	2008	73%	75%	83%	—	49%	—	—
	2009	75%	80%	85%	—	55%	—	—
	2010	76%	76%	84%	—	52%	—	—
	2011	**73%**	**78%**	**83%**	—	**54%**	—	—

About seven in ten students (68%, an increase from 56% in 2007) indicated they are involved a lot or to some extent in decisions at their school, and about three-quarters of them (74%, an increase from 66% in 2007) indicated that they are satisfied that their input into decisions at their school is considered.

Table 9: Students' Involvement in Decisions at School

Questions	Students				
	2007	2008	2009	2010	2011
Extent of involvement in decisions at school	56%	61%	71%	70%	68%
Satisfaction that input into decision at school is considered	66%	68%	78%	81%	74%

About four in ten (41%) of the public indicated they are involved a lot or to some extent in decisions at schools in their community; about two-thirds (65%) of the public were satisfied with the opportunity to be involved in decisions at schools in their community; and about half (54%) were satisfied that their input is considered by the school.

Table 10: Public Involvement in Decisions at Schools in the Community

Questions	Public				
	2007	2008	2009	2010	2011
Extent of involvement in decisions at schools in the community	34%	31%	40%	33%	41%
Satisfaction with opportunity to be involved in decisions at schools in the community	63%	64%	64%	64%	65%
Satisfaction that input into decisions at school is considered	52%	49%	55%	52%	54%

Communication

A low proportion of parents, teachers, school board trustees, and the public agreed that Alberta's education system communicates effectively with the public.

A low proportion of public (46%), school board trustees (50%), parents (K–12: 48%, severe special needs: 55%), and teachers (56%, an increase from 48% in 2007), and a relatively higher proportion of principals (67%) agreed that Alberta's education system communicates effectively with the public.

Table 11: Alberta's Education System Communicates Effectively with the Public

Question	Year	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Alberta's education system communicates effectively with the public	2007	48%	53%	48%	56%	51%	79%	—
	2008	53%	52%	53%	58%	55%	71%	67%
	2009	55%	55%	62%	54%	51%	—	68%
	2010	53%	52%	58%	52%	46%	75%	—
	2011	48%	55%	56%	50%	46%	—	67%

Leadership and Continuous Improvement

Leadership and Continuous Improvement

A high proportion of parents, teachers, school board trustees, and principals indicated that the quality of education at schools, and the quality of the Alberta K–12 system in general, has improved or stayed the same in the past three years.

A high proportion of school board trustees (94%), principals (90%), teachers (77%), and parents (Grade 3–12: 73%) indicated that the quality of education at schools has improved or stayed the same in the past three years. However, a relatively lower proportion (65%) of parents of students with severe special needs indicated that the quality of education at school has improved or stayed the same in the past three years.

A high proportion of principals (85%) and school board trustees (79%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years. However, a relatively lower proportion of parents (Grade 3–12: 65%) and teachers (64%) indicated that quality of the Alberta K–12 system has improved or stayed the same in the past three years.

Note that in the 2010 and 2011 parent survey, both of these quality improvement questions were asked only to parents of students in grades 3–12, whereas in previous years these questions were asked to all parents (K–12).

Table 12: Change in the Quality of Education in the Past 3 Years

Questions	Year	Parents	Parents (Severe Special Needs)	Teachers	Board	Superintendents	Principals
Quality of education at school has improved or stayed the same in the past three years	2007	70%	72%	75%	93%	94%	—
	2008	74%	64%	76%	91%	95%	93%
	2009	74%	64%	80%	94%	—	88%
	2010	76%	66%	81%	95%	98%	—
	2011	73%	65%	77%	94%	—	90%
Quality of the Alberta K–12 System improved or stayed the same in the past three years	2007	62%	—	67%	85%	94%	—
	2008	61%	—	69%	82%	93%	89%
	2009	69%	—	74%	83%	—	88%
	2010	68%	—	68%	87%	92%	—
	2011	65%	—	64%	79%	—	85%

A high proportion of parents and teachers agreed that the leadership at the school and at the jurisdiction level effectively supports and facilitates teaching and learning.

A high proportion of parents and teachers agreed that the leadership at the school (K-12: 87%, severe special needs: 86%; teachers: 85%) and jurisdiction (parents K-12: 77%, teachers: 79%) effectively supports and facilitates teaching and learning.

A low proportion of principals (61%, a decrease from 72% in 2009) and school board trustees (59%, a decrease from 72% in 2009), parents (K-12: 53%), teachers (51%, a decrease from 63% in 2009) and the public (46%, a decrease from 55% in 2008 and 2009) agreed that leadership at the provincial level effectively supports and facilitates teaching and learning.

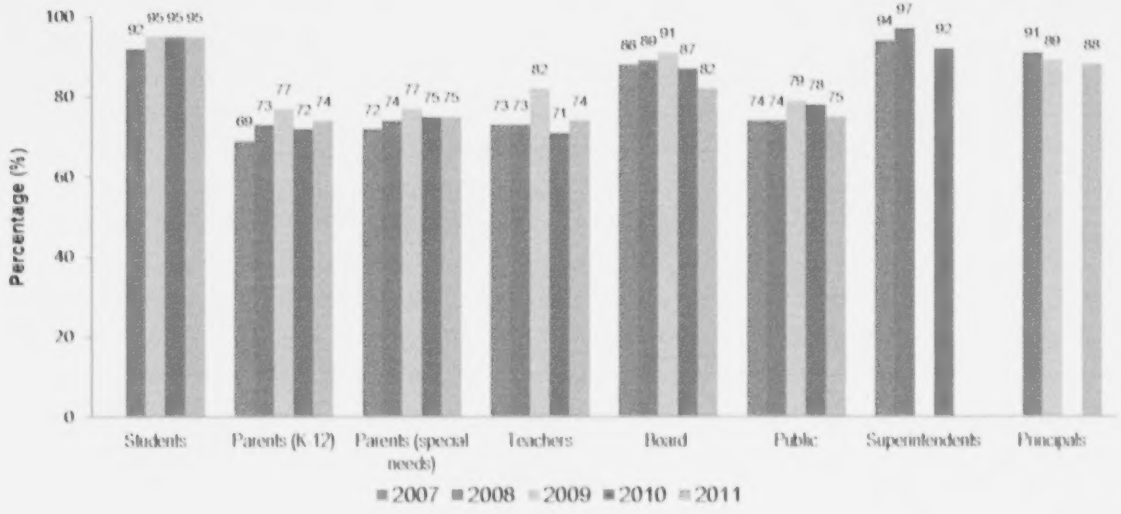
Table 13: Leadership Effectively Supporting and Facilitating Teaching and Learning

Questions	Year	Parents (K–12)	Parents (Severe Special Needs)	Teachers	Board	Public	Superintendents	Principals
Leadership at school effectively supports and facilitates teaching and learning	2007	87%	89%	86%	—	—	—	—
	2008	85%	84%	86%	—	—	—	—
	2009	87%	88%	90%	—	—	—	—
	2010	84%	87%	87%	—	—	—	—
	2011	87%	86%	85%	—	—	—	—
Leadership at jurisdiction effectively supports and facilitates teaching and learning	2007	74%	—	77%	—	—	—	—
	2008	72%	—	81%	—	—	—	—
	2009	82%	—	83%	—	—	—	—
	2010	82%	—	83%	—	—	—	—
	2011	77%	—	79%	—	—	—	—
Leadership at provincial level effectively supports and facilitates teaching and learning	2007	56%	—	45%	57%	—	70%	—
	2008	56%	—	55%	63%	55%	86%	58%
	2009	60%	—	63%	72%	55%	—	72%
	2010	55%	—	55%	67%	44%	89%	—
	2011	53%	—	51%	59%	46%	—	61%

A high proportion of the respondent groups agreed that the highest priority of Alberta's education system is the success of the student.

A high proportion of students (95%), principals (88%), school board trustees (82%, a decrease from 91% in 2009), public (75%), teachers (74%, a decrease from 82% in 2009), and parents (K–12: 74%, severe special needs: 75%) indicated agreement that the highest priority of Alberta's education system is the success of the student.

Chart 8: Highest Priority of Alberta's Education System is the Success of the Student

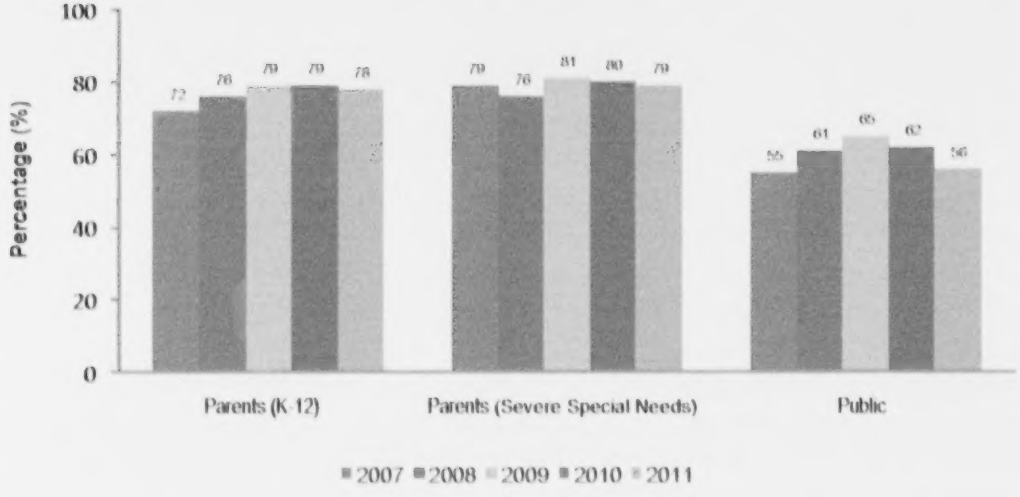


Value for Money

About eight in ten parents and six in ten members of the public were satisfied with receiving value for money spent in schools.

About eight in ten parents (K–12: 78%, severe special needs: 79%) reported being satisfied with receiving value for money that is spent in their child's school. Public satisfaction that they are receiving value for money spent in schools in their community is relatively low (56%, a decrease from 65% in 2009).

Chart 9: Value for Money

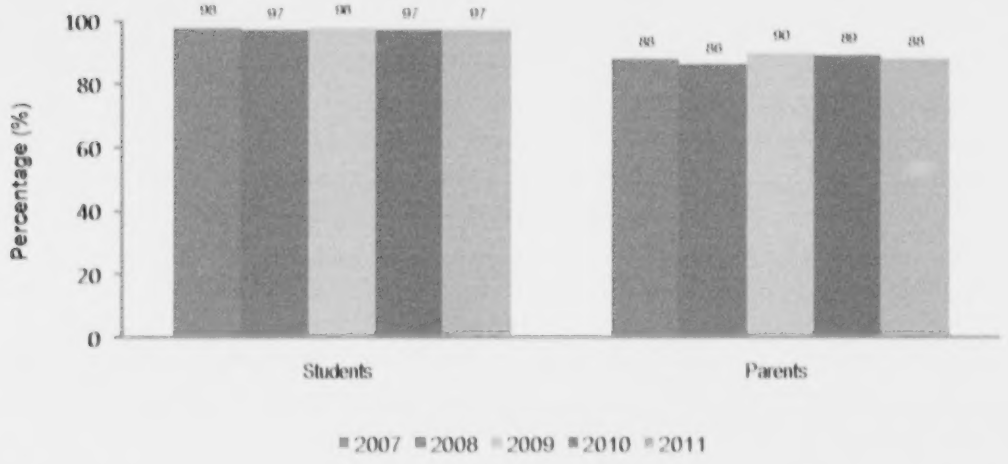


First Nations, Métis and Inuit (FNMI) Results

A high proportion of self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with the quality of education.

A high proportion of self-identified Aboriginal students (97%) and parents of self-identified Aboriginal students (88%) surveyed were satisfied with the quality of education.

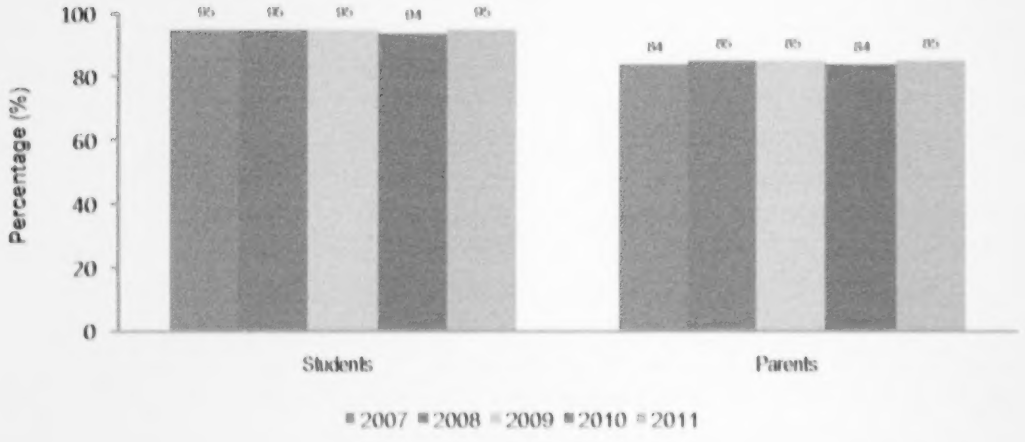
Chart 10: Satisfaction with Quality of Education (FNMI)



Self-identified Aboriginal students and parents of self-identified Aboriginal students expressed a high degree of satisfaction with the quality of teaching.

A high proportion of self-identified Aboriginal students (95%) and parents of self-identified Aboriginal students (85%) were satisfied with the quality of teaching.

Chart 11: Satisfaction with Quality of Teaching (FNMI)



In general, self-identified Aboriginal students and parents of self-identified Aboriginal students had positive perceptions about the various aspects of social and learning environments at schools related to characteristics of active citizenship.

Self-identified Aboriginal students and parents of self-identified Aboriginal students were asked to rate their agreement with a series of statements about the social and learning environments at schools related to characteristics of active citizenship. Overall, in 2011, the majority of respondents in the student group and in the parent group agreed that:

- Students find school work interesting (students: 79%; parents: 72%, a 9% decrease from 2007),
- Students find school work challenging (students: 79%, parents: 77%),
- Students clearly understand what they are expected to learn at school (students: 92%, parents: 76%),
- Students feel safe at school (students: 96%, parents: 90%),
- Students feel safe on the way to and from school (students: 96%, parents: 88%),
- Teachers care about students (students: 92%, parents: 88%),
- At school students treat each other well (students: 95%, parents: 74%),
- Students are treated fairly by adults at school (students: 89%, parents: 86%),
- At school students are encouraged to get involved in activities that help people in the community (students: 73%, a 10% increase from 2007; parents: 71%),
- At school students are encouraged to try their best (students: 96%, parents: 90%),
- At school students follow the rules (students: 67%, a 10% increase from 2010; parents: 75%),
- At school students help each other (students: 80%, parents: 79%),
- At school students respect each other (students: 73%, parents: 71%),
- It is easy to get help with school work at school if needed (students: 92%, parents: 71%),
- Students can get help at school with problems that are not related to school work (students: 80%, a 9% decrease from 2009; parents: 75%),
- When needed teachers at school are available to help students (students: 94%, parents: 81%).

Table 14: Social and Learning Environment at Schools (FNMI) (continued on next page)

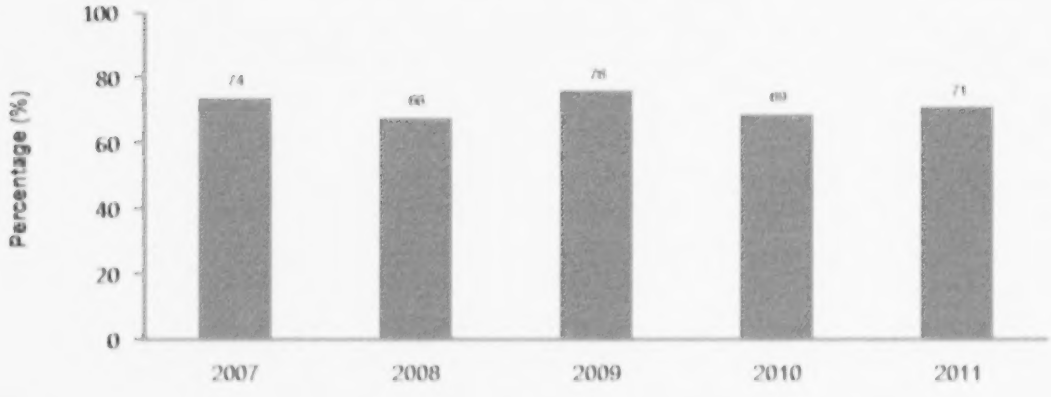
Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
School work is interesting	2007	75%	81%
	2008	74%	75%
	2009	78%	73%
	2010	80%	71%
	2011	**79%**	**72%**
School work is challenging	2007	85%	82%
	2008	85%	77%
	2009	81%	79%
	2010	80%	78%
	2011	**79%**	**77%**
Students clearly understand what they are expected to learn at school	2007	92%	80%
	2008	93%	82%
	2009	92%	76%
	2010	92%	76%
	2011	**92%**	**76%**
Students feel safe at school	2007	92%	85%
	2008	94%	88%
	2009	95%	89%
	2010	94%	86%
	2011	**96%**	**90%**
Students feel safe on the way to and from school	2007	93%	84%
	2008	93%	86%
	2009	95%	86%
	2010	94%	86%
	2011	**96%**	**88%**
Teachers care about students	2007	91%	88%
	2008	91%	89%
	2009	92%	91%
	2010	91%	87%
	2011	**92%**	**88%**
At school students treat each other well	2007	91%	73%
	2008	93%	75%
	2009	94%	72%
	2010	92%	69%
	2011	**95%**	**74%**
Students are treated fairly by adults at school	2007	88%	85%
	2008	89%	86%
	2009	89%	83%
	2010	88%	82%
	2011	**89%**	**86%**

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
At school students are encouraged to get involved in activities that help people in the community	2007	63%	71%
	2008	72%	75%
	2009	71%	74%
	2010	74%	74%
	2011	**73%**	**71%**
At school students are encouraged to try their best	2007	96%	93%
	2008	95%	92%
	2009	95%	93%
	2010	96%	90%
	2011	**96%**	**90%**
At school students follow the rules	2007	58%	75%
	2008	57%	76%
	2009	64%	76%
	2010	57%	72%
	2011	**67%**	**75%**
At school students help each other	2007	81%	82%
	2008	82%	85%
	2009	78%	81%
	2010	76%	78%
	2011	**80%**	**79%**
At school students respect each other	2007	71%	72%
	2008	69%	74%
	2009	73%	70%
	2010	70%	67%
	2011	**73%**	**71%**
It is easy to get help with school work at school if needed	2007	91%	65%
	2008	93%	68%
	2009	90%	70%
	2010	89%	70%
	2011	**92%**	**71%**
Students can get help at school with problems that are not related to school work	2007	83%	68%
	2008	85%	70%
	2009	89%	73%
	2010	81%	68%
	2011	**80%**	**75%**
When needed teachers at school are available to help students	2007	94%	81%
	2008	94%	80%
	2009	93%	85%
	2010	92%	79%
	2011	**94%**	**81%**

About seven in ten parents of self-identified Aboriginal students were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school. However, their satisfaction that students demonstrate attitudes and behaviours to be successful at work when they leave school was low.

Parents of self-identified Aboriginal students (Grade 7-12) were asked to rate their satisfaction that students are taught attitudes and behaviours to be successful at work when they leave school. About seven in ten parents (71%) were satisfied that students are taught attitudes and behaviours to be successful at work when they leave school.

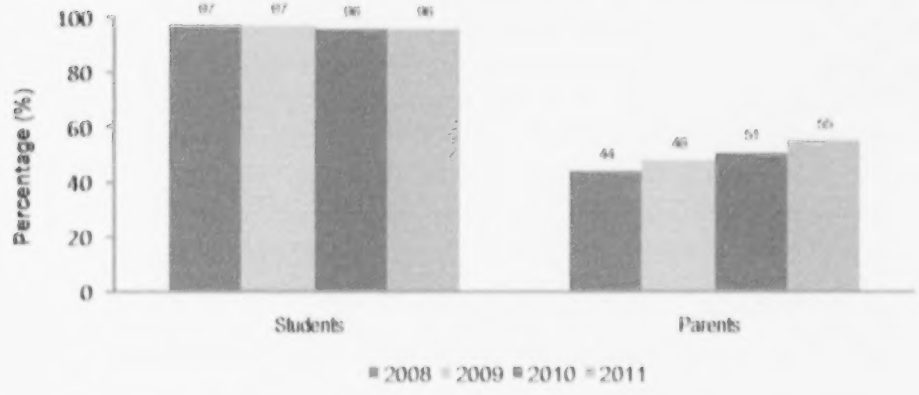
Chart 12: Parent Satisfaction that Students are Taught Attitudes and Behaviours to be Successful at Work (FNMI)



A low proportion (55%, an 11% increase from 2008) of parents of self-identified Aboriginal students (Grade 7-12) were satisfied that students demonstrate attitudes and behaviours to be successful at work when they leave school. However, self-identified Aboriginal students' satisfaction that they have the attitudes and behaviours to be successful at work when they leave school was very high (96%).

Note that in the 2010 and 2011 surveys of parents of self-identified Aboriginal students, both of the above questions were asked only to parents of self-identified Aboriginal students in grades 7-12, whereas in previous years these were asked to all parents of self-identified Aboriginal students (K-12).

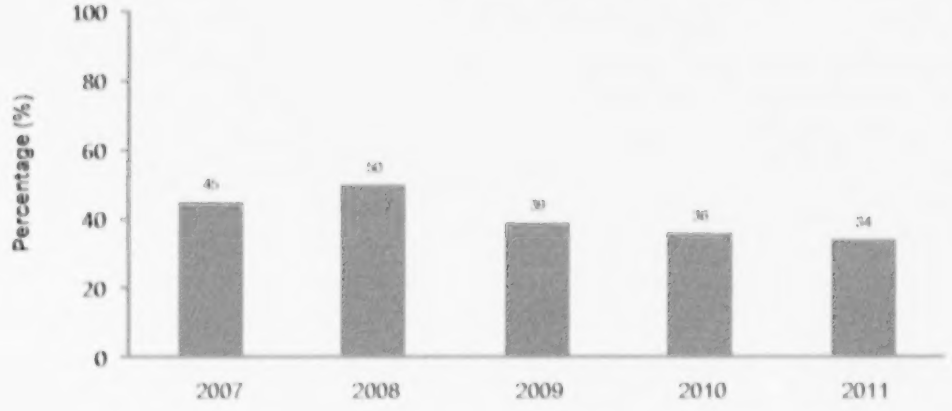
Chart 13: Satisfaction that Students Demonstrate Attitudes and Behaviours to be Successful at Work (FNMI)



About one third of self-identified Aboriginal high school students reported that they hold a part time or full time paying job.

Self-identified Aboriginal high school students were asked to indicate their employment status in the survey. About one third (34%) of self-identified Aboriginal high school students reported that they hold a part time or full time paying job in 2011. This proportion is 11% lower than that reported in 2007 (45%).

Chart 14: Self-identified Aboriginal High School Students Holding a Part Time or Full Time Job



The proportion of self-identified Aboriginal high school students who reported they worked more than 20 hours a week decreased from 35% in 2007 to 20% in 2011. In contrast, the proportion of self-identified Aboriginal students who reported that they worked 10 hours or less increased from 22% in 2007 to 37% in 2011.

Table 15: Breakdown of Hours Worked, Reported by Self-identified Aboriginal High School Students

Year	Average Weekly Hours Worked			
	10 hours or less	11 to 20 hours	More than 20 hours	DK/NA/NR
2007	22%	42%	35%	1%
2008	20%	51%	28%	1%
2009	33%	46%	21%	0%
2010	32%	46%	21%	2%
2011	37%	43%	20%	0%

Most self-identified Aboriginal students and parents of self-identified Aboriginal students were satisfied with parental involvement in children's education.

A high proportion of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions about their children's education (88%), and that they are satisfied with the opportunity for parental involvement in their children's education (84%). A high proportion (80%) of self-identified Aboriginal students also indicated that their parents are involved a lot or to some extent in decisions about their education.

About two-thirds (68%) of parents of self-identified Aboriginal students indicated that parents are involved a lot or to some extent in decisions at the school and about three-quarters (80%) of parents are satisfied with the opportunity for parental involvement in decisions at school. A low proportion (53%) of self-identified Aboriginal students indicated that their parents are involved a lot or to some extent in decisions at school.

Table 16: Parental Involvement in Decision Making (FNMI)

Questions	Year	Self-identified Aboriginal Students	Parents of Self-identified Aboriginal Students (K–12)
Extent of parental involvement in decisions about child's education	2007	—	84%
	2008	82%	86%
	2009	84%	82%
	2010	77%	87%
	2011	**80%**	**88%**
Satisfaction with opportunity for parental involvement in decisions about child's education	2007	—	79%
	2008	—	85%
	2009	—	78%
	2010	—	81%
	2011	**—**	**84%**
Extent of parental involvement in decisions at school	2007	—	66%
	2008	54%	68%
	2009	52%	67%
	2010	52%	67%
	2011	**53%**	**68%**
Satisfaction with opportunity for parental involvement in decisions at school	2007	—	78%
	2008	—	81%
	2009	—	75%
	2010	—	78%
	2011	**—**	**80%**

In general, parents of self-identified Aboriginal students were less satisfied that their input into education of students is considered by Alberta Education or their school board.

About three-quarters (76%) of parents of self-identified Aboriginal students were satisfied that their input into decisions at school is considered. However, a lower proportion of them were satisfied that their input into the education of students is considered by their school board (64%) and by Alberta Education (58%).

Table 17: Satisfaction that Input into the Education of Students is Considered (FNMI)

Questions	Year	Parents of Self-identified Aboriginal Students (K–12)
Satisfaction that their input into the education of students is considered by Alberta Education	2007	58%
	2008	62%
	2009	60%
	2010	51%
	2011	58%
Satisfaction that their input into education of students is considered by school board	2007	57%
	2008	61%
	2009	63%
	2010	58%
	2011	64%
Satisfaction that their input into decisions at school is considered	2007	73%
	2008	75%
	2009	76%
	2007	75%
	2011	76%

Appendix - Research Background and Methodology

Target Populations and Sampling

The target respondent groups for the satisfaction surveys included the following:

- The general public
- Parents of students in the K–12 education system
- Parents of self-identified Aboriginal students
- Senior high school students
- Self-identified Aboriginal high school students
- Parents of students with severe special needs
- Teachers
- School board trustees
- School principals

The sample frames for each target group (with the exception of the general public) were provided to the survey company by Alberta Education. For the student, teacher, and parent surveys, the sample frames were generated randomly by Alberta Education. Contact information for school board trustees and principals was also provided by Alberta Education. For the general public survey, a random sample for Alberta by census subdivision was used.

All samples (with the exception of the school board trustee survey and superintendent survey) were stratified by geographic location to ensure adequate representation of the population.

Presentation of Results

For the purposes of this report, data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate.

Regarding the presentation of frequency data, it should be noted that many items on the surveys use four-point response scales such as "very good, good, poor, very poor" or "very satisfied, satisfied, dissatisfied, very dissatisfied" or "strongly agree, agree, disagree, strongly disagree" depending on the question. Although not asked, "don't know/not applicable" and "no response" (refusals) were recorded as well. Results presented in the report represents the combined percentages of respondents who reported "very good/good," "very satisfied/satisfied" or "strongly agree/agree." Thus, in the body of the reports, satisfaction or agreement refers to these combined percentages. All percentages are rounded to the nearest whole number based on computer-generated analysis.

For each survey, percentages are based on all responses for each item (i.e., "don't know/not applicable" and "no response" are included in the calculations).

Statistical Accuracy

The following table provides accuracy information about the surveys that were conducted for 2011. The information includes the respondent groups surveyed, and the corresponding sample sizes and confidence intervals for each survey.

Table 18: Confidence Intervals

Target Group	Number of Completions	Margin of Error for 95% Confidence Interval
Public	800	+/-3.5%
Parents of K–12 students	801	+/-3.5%
Parents of self-identified Aboriginal students	801	+/-3.5%
High school students	800	+/-3.5%
Self-identified Aboriginal high school students	608	+/-3.9%
Parents of students with severe special needs	800	+/-3.5%
Teacher	800	+/-3.5%
School board trustee*	345	+/-3.7%
Principals*	400	+/-4.2%

*Accuracy for these samples takes into account the sample population.